

# Early Writing



How do children learn?

# Holding a pencil

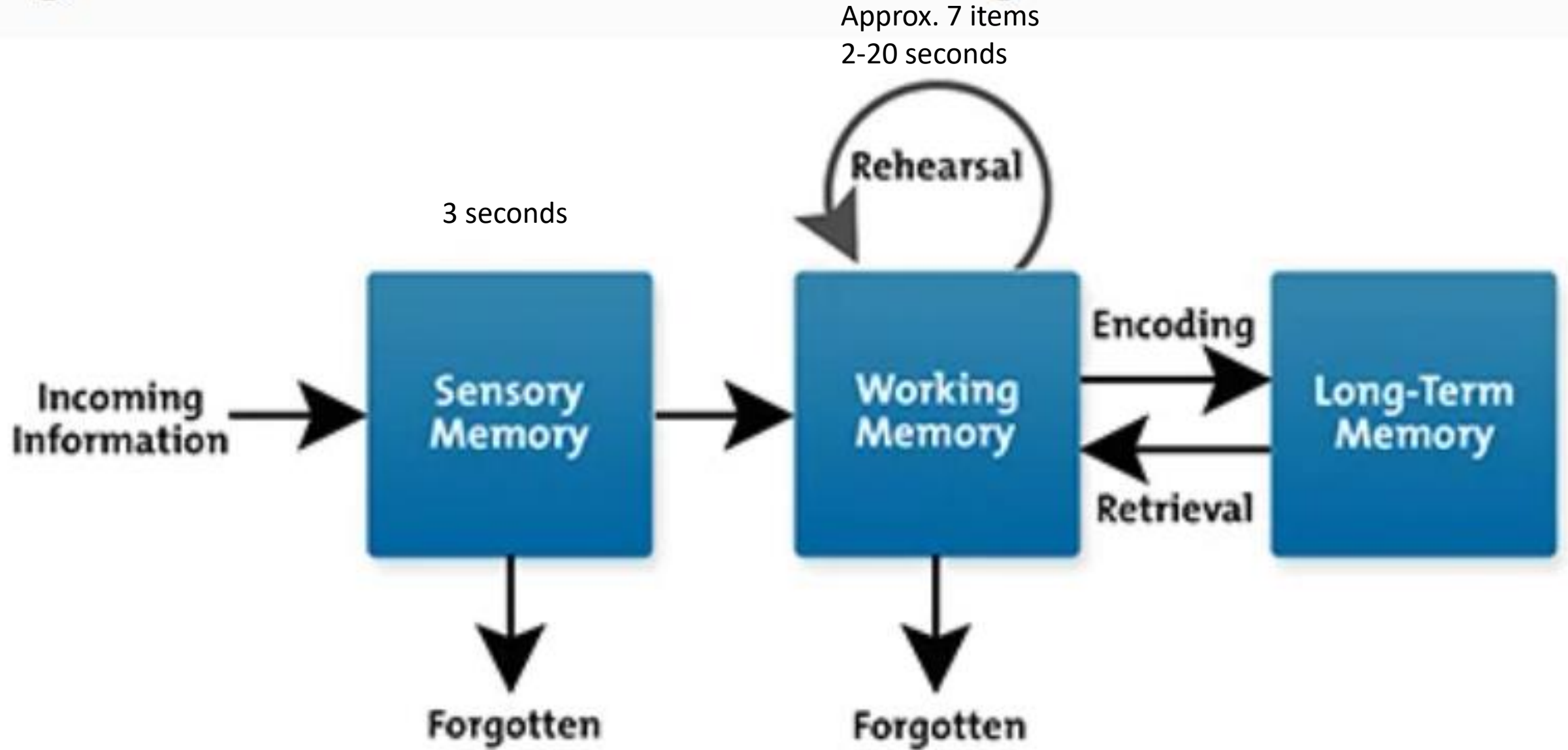
A

Z

A

A

# Figure 1: Information Processing Model



What is Phonics?

Phonics

Why do we teach it?



# Level 2 and 3 Actions



**s**  
Make a snake's head with your hands and wiggle your body like a snake!



**a**  
Pretend to bite into a crunchy apple.



**t**  
Pretend to stir a teaspoon around a teacup.



**p**  
Make one hand into a puppy's head and pat it with your other hand.



**i**  
Flap your hands like an insect's wings.



**n**  
Make your fist into a nut and tap it.



**m**  
Yummy! Rub your tummy.



**d**  
Play your drumkit.



**g**  
Pretend to wrap your scarf like Gabi.



**o**  
Pretend to squeeze a juicy orange.



**c**  
Wiggle your finger like a caterpillar.



**k**  
Pretend to spread your hand like a kite and fly it in the air.



**e**  
Make an egg with one hand and tap it with the other.



**u**  
Make one hand into an umbrella and sprinkle rain on it.



**r**  
Move your arms like a robot.



**h**  
Pretend to open the door of the house.



**b**  
Pretend to throw and catch a ball.



**f**  
Pretend to wave a magic wand.



**l**  
Pretend to lick an ice lolly.



**j**  
Sweep your hand up like a jumbo jet taking off.



**v**  
Draw a v shape on your chest to show the V-neck of the vest.



**w**  
Make waves with your hand.



**x**  
Hold one hand like a map and draw an x on it.



**y**  
Pretend to raise and lower a yoyo.



**z**  
Draw the zigzag path in the air.



**qu**  
Give a royal wave.



**ch**  
Use your thumb and forefinger to make a chick's beak.



**sh**  
Put a finger to your lips.



**th**  
Put your forefingers on your head and wiggle your moth's feelers.



**th**  
Stroke your hand on your cheek like a soft feather.



**ng**  
Tap your ring finger.



**ai**  
Draw a spiral snail's shell.



**ee**  
Make mouse whiskers.



**igh**  
Hold one arm across your body as if holding a shield and pat it with your other hand.



**oa**  
Pretend to row your boat.



**oo**  
Point at the moon.



**oo**  
Pretend to open a book.



**ar**  
Make twinkly star fingers.



**or**  
Pretend to press a car horn.



**ur**  
Pretend to open a purse.



**ow**  
Pretend to squeeze the squirty flower on your coat.



**oi**  
Flick your thumb as if tossing a coin.



**ear**  
Cup your hand around your ear.



**air**  
Hold a chair, move it in and out from a desk.



**ure**  
Swing your arm like a pirate.



**er**  
Pretend to sneeze!

# Level 5 Actions



Level 5



ay

Put both hands calmly to your chest.



oy

Make a circle with the fingers of each hand and place them together to sign 'b' for boy.



ie

Pretend your fist is the knot of a tie and put it on your chest.



ea

Flutter your hand like a leaf blowing around on a tree.



a\_e

Hold both your hands flat in front of you and pretend to blow out the candles on a cake.



i\_e

Slide your arm down and across in front of you.



o\_e

Touch a bone in your forearm.



u\_e

Make a cube with your hands.



u\_e

Pretend to play a flute with both hands.



e\_e

Pretend to hold onto a trapeze bar above your head.



ou

Point to your mouth.



a

Pretend one clenched fist is an acorn and cup it in your other hand.



e

Make a set of balance scales with your arms and pivot your elbows up and down until they are equal.



i

Show your teeth and claws like a lion.



o

Stack your hands in turn one above the other, to build a tall hotel.



u

Place your hands together like a unicorn horn on your forehead.



ch

Pretend to hold a chef's bowl in one hand and mix it with a spoon in the other.



ch

Open and close each hand in turn, like lights flashing on a Christmas tree.



ir

Place one fist on top of the other, to sign 'g' for girl.



ue

Hold your hands and upper body very still in a statue pose.



ue

Hold one hand flat like paper as you pretend to slide a glue stick along it in the other.



y

Move your hands in a sunny arc above your head and wriggle your fingers like sunbeams.



aw

Move your hand back and forth in a sawing motion.



au

Flutter both of your hands downwards like two falling leaves in autumn.



ow

Pretend to pull a window wide open.



oe

Point to your big toe (can be through your shoes).



wh

Pretend to hold a steering wheel and drive a car.



c

Pretend to make tall buildings with your forearms.



g

Paint to a gem on top of your ring.



ph

Make a leaping dolphin with your forearm.



ea

Pretend to slice a loaf of bread.



ie

Make a shield by crossing both arms in front of you.



tch

Make a witch's hat on your head with your hands.



are

Point to your bare foot (can be through your shoes).



ear

Pretend to hold and bite into a pear.



ore

Pretend to bite into an apple core made with your finger.



ew

Pretend to screw your finger into your other hand.



ew

Pretend one hand is a bowl of stew and scoop some out, using the other hand as a spoon.

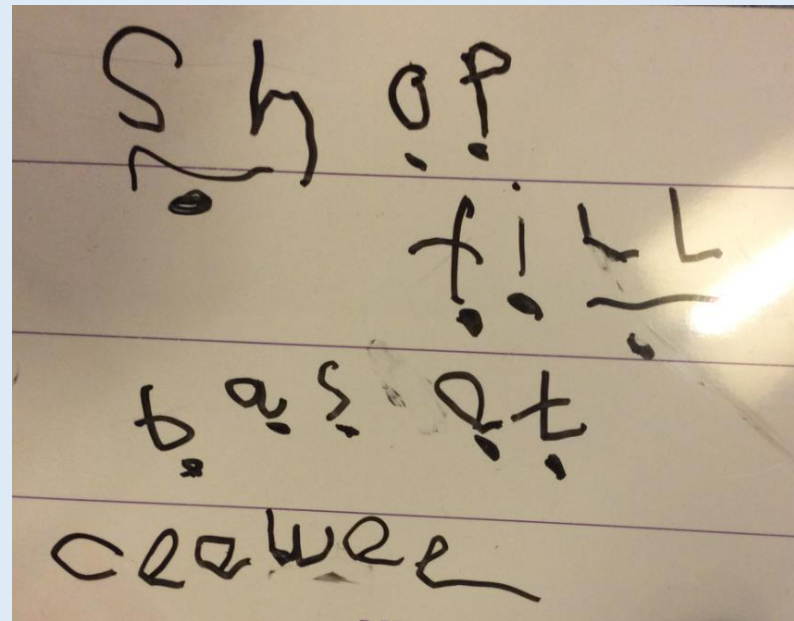
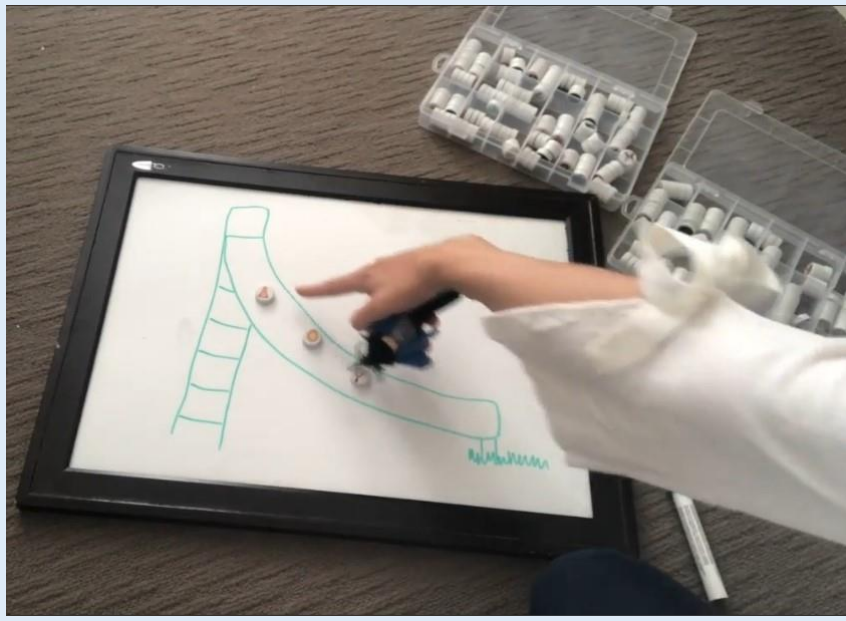
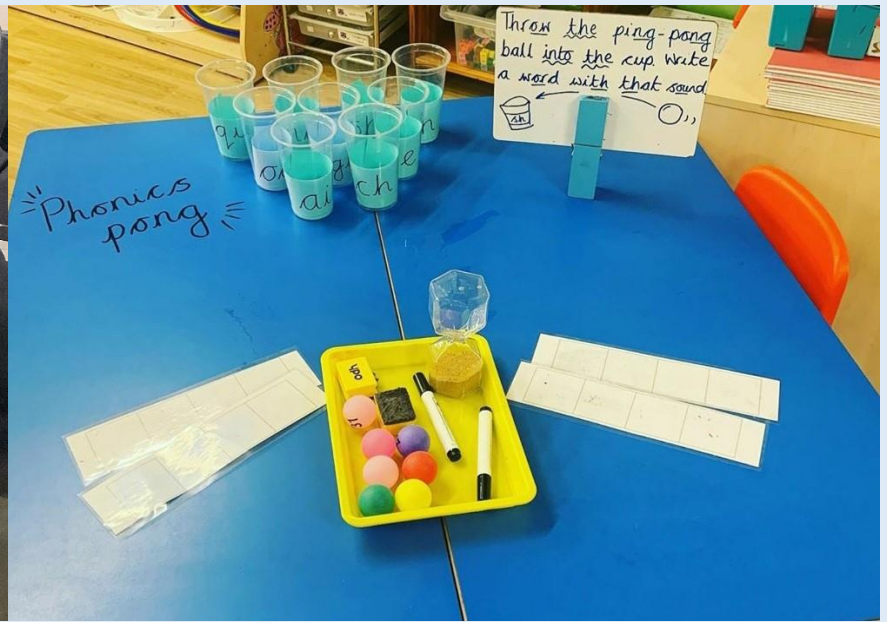
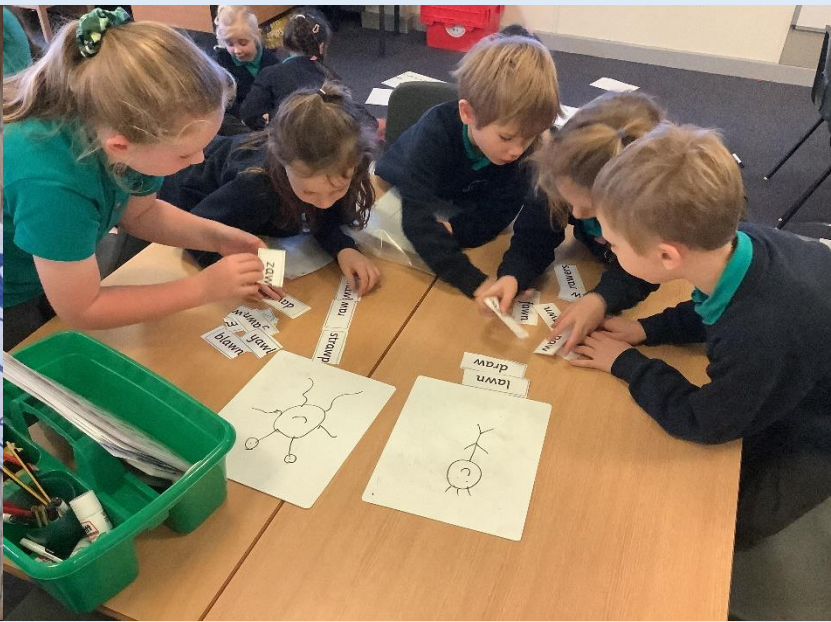
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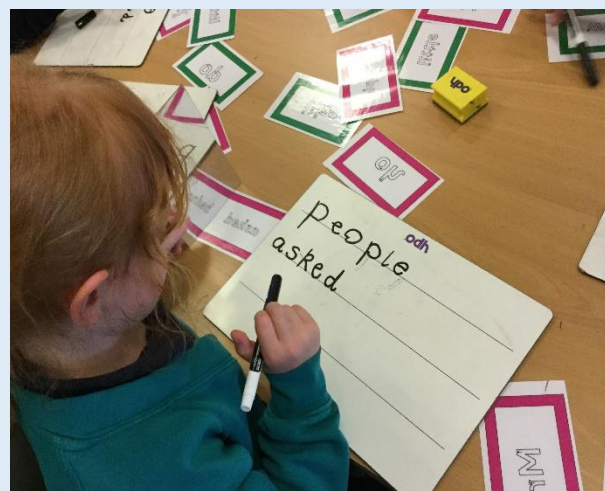
visit [twinkl.com](https://www.twinkl.com)

# Writing Toolkit

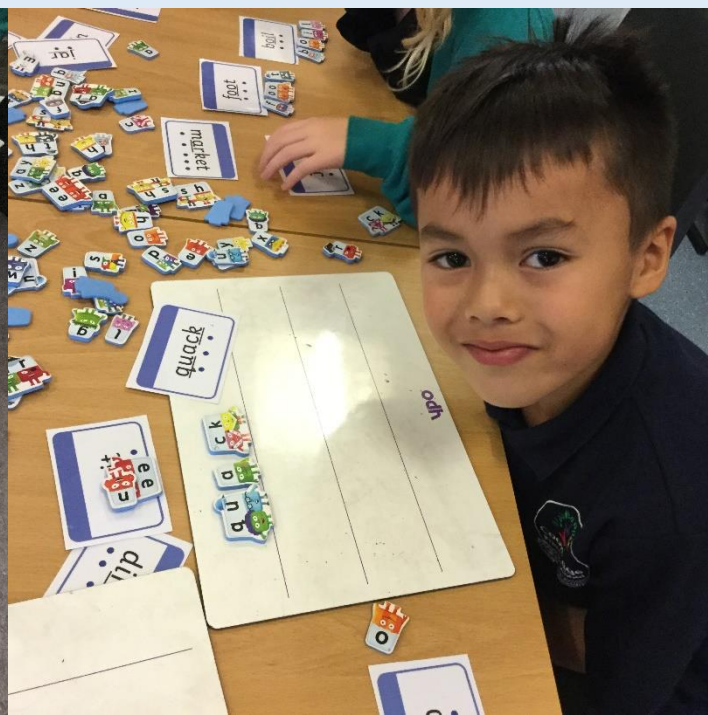








# Games



Video 1

Video 2

I can orally rehearse my phonics and sentences before writing, whether through role play or other pedagogical approaches.



PIC-COLLAGES

We had a silly day.  
we had a silly dance.  
The class had cold beads

**HOT WRITE**  
Writing-POS1-GPC1



the writing process involves write edit publish



I can order words in a simple sentence, knowing the difference between lines of writing and sentences.

Loud Mr Lion

Once upon a time there lived a lion and he lived on a big grey pointy rock. He lived with his lion cubs and his lion wife. There was 9 lion cubs and they were all twins. The lions name was Loud Mr Lion. One day he was hunting his prey and he said "I am sick of always hunting zebras they are horrible now." So he went to china he said "I think I will eat golden monkeys when I get there." When he got there he lost his roar. Loud Mr Lion lost his roar because he ate too many animals and he didn't drink any water for a week then he went to ask a panda and he said "hav you seen any water?" "yes I hav" said the panda "its in the bamboo" "great" said Mr lion. Then he got some bamboo and rushed back home. He missed his family and he missed eating zebras so he lived happy

# Writing progression in Year One

I can orally rehearse my phonics and sentences before writing, whether through role play or other pedagogical approaches.



PIC-COLLAGES

We had a weh we had a silly day we had cooz We had to we but ll sil wars. we put dr cows on bozz. we wart war feet.

We put our names on backwards

I can sequence sentences in chronological order to recount an event or an experience or to tell short stories.



PIC-COLLAGES

First we did the veggie. Then we got on the bus. After that we sat on the seat belt. After that we sang a song. Next we arrived at carman Hall Farm. Then we went to do our job. We put our bags under a chalk. Next we saw a meet rat and then we played in green tunnels. Next we went to the reptile house and we saw a silvery shiny snake. After that we had a talk our guide was called Daff and he saw some pigs the pigs were pink and cute. Then we saw some goats. The goats were white and angry. Then we had lunch. I had a scoops and butter sand wich and a ready a shaped apple. I had a yogurt and a chcc string. I had water and then we went to the Adventure play ground. Then we went to the toilet. Next we saw sheep body bar boy wan. Next we walk back to the bus and then we went home. Finally used at end!

## Year One Expected



First I got in the big white  
 Coach. I sat with Eivie. It was  
 a long journey to Cahel  
 farm. We had to put all  
 bags and lunch in the Marquee.  
 After I went to the big Sheep  
 field. I went to the toilet.  
 Next I met a farmer. She should  
 have a lamb born. After  
 that I saw a hind cow stand  
 by the side. We didn't go on the  
 track. I sat next to Felix soon  
 a school. We saw teenagers. We  
 got to feed the goats. I got  
 got in the way of the goats.  
 It was Msheaney. I had lunch.  
 Finally we got in the  
 Coach. and we had a shock cut to

## Year Two Expected

In the morning the bright, beautiful  
 sun rose over the Asicap hills.  
 Out of nowhere the deadly, fast  
 bear walked onto the desert. From  
 behind him walked the slower, fast  
 zebra. They both put their hard, tiny  
 noses into the air and they hunting for the  
 prey. In the distance they spotted their  
 yummy, delicious prey walking to the trees.  
 After the attack the bear had their  
 delicious, large prey trapped between his  
 teeth.  
 When they got back to their home the  
 fast strong bear took the meat and gave  
 the remains to the zebra. The zebra  
 took the awful, disgusting good back  
 to his family. Felt sad.  
 The next day when bear and zebra went  
 hunting for some meat, why is this happen  
 to me? The zebra swooped over the bag so  
 the zebra got the meat and the bear got  
 all bones and the guts. The bear was  
 feeling angry he shouted at the zebra  
 "how dare you!" later that day the  
 zebra went home to his family and  
 gave them the tasty, juicy meat.  
 After that the zebra was feeling happy

Example of expected reading by the end of the year

<https://www.cookridgeprimary.co.uk/homepage/statutory/curriculum-offer/>